

DOCUMENT RESUME

ED 112 047

CE 004 806

TITLE Food Services and Hospitality for 10th, 11th, and 12th Grades. Course Outline.

INSTITUTION Bucks County Technical School, Fairless Hills, Pa.

PUB DATE 73

NOTE 31p.

EDRS PRICE MF-\$0.76 HC-\$1.95 Plus Postage

DESCRIPTORS Course Content; *Course Descriptions; Course Organization; *Curriculum Guides; *Food Service; *Food Service Industry; Food Service Occupations; Job Skills; Secondary Education

ABSTRACT

The outline describes the food services and hospitality course offered to senior high school students at the Bucks County Technical School. Specifically, the course seeks to provide students with a workable knowledge of food services and foster in them a sense of personal pride for quality workmanship. In addition to a statement of the philosophy underlying the course's development and its instructional components and prescribed teaching methodology, the following are included in the contents: (1) general and specific course objectives, (2) instructional aids and a list of references, (3) scheduled instructional operations, (4) the organizational arrangement of the course, (5) required records and forms, (6) course regulations and equipment to be utilized, (7) curriculum content, (8) grading and evaluation policies to be followed, and (9) placement and followup operations. (SN)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED112047

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AUG 22 1975

BUCKS COUNTY TECHNICAL SCHOOL

COURSE OUTLINE

IN

FOOD SERVICES AND HOSPITALITY

FOR

10TH, 11TH, AND 12TH GRADES

1973

CE 004806

TABLE OF CONTENTS

Pages	
1.	Introduction
2. & 3	Statement of Educator's Philosophy
4.	Method of Teaching
5	Specific Objectives
6.	Objectives
6.	General Objectives
7.	Instructional Aids
7.	Providing for Individual Differences
7.	Visual Aids
8.	Books
9.	Time Available
10.	Shop Organization
11.	Required Records & Forms
12.	Shop Regulations
12.	Safety Rules
13.	Equipment
14.	Consumable Supplies
15, 16. & 17.	Course Curriculum
18.	Evaluation
19.	Grades
20.	Placement & Follow-up
21.	Food Services & Hospitality

BUCKS COUNTY TECHNICAL SCHOOL
FOOD SERVICES AND HOSPITALITY

1.

INTRODUCTION

The primary objectives of Food-Services is to instill in the students an adequate and workable knowledge of the particulars of the trade and at the same time to develop in him a certain pride in quality workmanship.

Eating out is not only a firmly established custom but a daily necessity for millions of people. Changes in the conditions of modern life have been reflected in the greatly increased number of eating places.

Out of every six persons working in the retail trades is a Food-Service employee.

In order to satisfy the ever-increasing demand for food and service away from home, the food service industry must draw its supplies from many resources.

Food-Service operators no longer can hire short-term unskilled workers; they must have a steady supply of capable workers interested in long-term employment at the technician's level.

There is no limit to job opportunities in food service. It is an industry with a place for everyone.

It is a trade suitable for the "gifted" students as well as for those less endowed with natural talent. The average and below average student can enjoy a satisfying position in the trade.

The key qualifications of Food-Service are hospitality, the desire to learn and a willingness to work hard.

Regina D. Pappas

2.

BUCKS COUNTY TECHNICAL SCHOOL
FOOD SERVICES AND HOSPILITY
STATEMENT OF EDUCATOR'S PHILOSOPHY

Today, the Food-Service and Hospitality industry is in dire need for people to enter the field. Opportunities for advancement abound. Our high school students should be made aware of these opportunities and, by receiving the proper practice training, may enter into a fast-growing career.

In order to picture the multi-billion dollar industry whose most important product is "intangible" service, one requires a high degree of imagination.

Anyone considering an occupational choice in the Food-Service and Hospitality field should investigate the advantages and disadvantages of his choice.

There are certain aspects in the industry that are unique: it is a 24 hour a day, 7 days a week business and, as such, it means that employees are often required to work while other people are enjoying a holiday. The "hospitality" industry is one which lends itself to academic training, but one in which there is no substitute for experience.

Not all positions in the food hospitality industry provide direct personal contact with the consumer or guest, but those that do assure the employee with association with persons in all walks of life. He will meet and serve the wealthy and the poor, the famous and the obscure, the engaging and the obnoxious, the cooperative and the difficult. The industry provides opportunities for most ages, experiences, and educational levels.

The primary advantages are: interesting work, good chances of advancement, generally excellent working conditions, much social contact, security and stability of employment. For those with managerial, executive, and ownership aspirations, the Food-Service and Hospitality industry ranks high in opportunity among the nation's businesses.

This course is an attempt to train certain high school students for the many job opportunities in the dynamic, changing and fast-growing career of Food-Service and Hospitality.

Assignments:

Practical assignments vary in degree of complexity during each successive year of training. However, repetition of certain assignments is used to develop minimum standards of accuracy and skill required in the profession. Standard assignments in theory are introduced during the first year and review repeatedly through the remaining two years to determine the student's grasp and understanding of the subject.

Conferences:

Group conferences are scheduled once each month or more often concerning such areas as sanitation, safety and services. Individual conferences are considered of particular importance to determine the personal problems and character of the student and his immediate environment. Guidance is utilized to determine the student's employment potentials and desires.

Individual Instruction and Supervision:

Individual instruction is always useful in determining the student's ability to grasp skills and procedures. Constant supervision is used to avoid the possibility of a student becoming discouraged because of job complexities and, on the other hand, to encourage and direct those students who have greater facility and exceptional talent in certain areas. These students will require projects and assignments beyond those regularly scheduled to sustain interest and development.

The many occupational areas which are unified under the term Food-Service and Hospitality require clarification. To light the fire of interest in this field and to stir the coals to brilliant enthusiasm is the initial educational procedure. The procedure is facilitated by means of the several instructional methods listed below.

Demonstrations:

This method of instruction is perhaps the most frequently used means to teach the many manipulative skills and operations which must be mastered by the student. Group and individual demonstrations are interspersed continuously in all the occupational areas from the preparation of short order dishes to table service, and from cleaning pots and pans to lighting an oven. Every operation, no matter how simple, requires certain established standards of performance and skill.

Lectures:

Lectures are given on various theoretical and practical areas to supplement the text and research assignments. Lecture subjects of major significance, among others, include food costs, portion control, menu planning, salaries, and food services and hospitality.

Discussions:

Discussions are utilized to stimulate the interchanging of thoughts and ideas among the students concerning problems and theories brought to light during demonstrations and lectures. Students are encouraged to criticize constructively each other's thoughts and ideas to promote an interest in improving skills and services.

SPECIFIC OBJECTIVES

5.

The specific objectives are to teach the student:

- 1. The origins, traditions and development of the hospitality industry.*
- 2. The modern development of food services and hospitality, making the student aware of the advantages and disadvantages of this type of enterprise.*
- 3. To present the role of the manager to students: his responsibilities, personal characteristics and qualifications.*
- 4. Stress the interrelationship among all departments.*
- 5. To acquaint the student with overall functions of the food and beverage department and dining room service and their contribution to the general operation.*
- 6. To present the banquet department, so that they may appreciate the revenues of the operation.*
- 7. To explain how successful guest relations are to the prosperity of a hospitality operation.*
- 8. To introduce the student to the philosophy and procedures of personal motivation and morals.*
- 9. To emphasize the need to understand all the work of each department.*

OBJECTIVES

The principal objective of this course is to provide occupational training in the group of job skills in the Food-Services and Hospitality industry.

The course of study consists of three years' training, and serves as a prerequisite for continued study.

The training acquired by the student should serve as basic training he or she would receive on the job, thus relieving the prospective employer of this responsibility.

GENERAL OBJECTIVES

This course of study is offered to teach the student to:

1. Produce effectively under supervision.
2. Increase knowledge and skills from actual participation and training.
3. Understand where and how a student fits into the industry.
4. Appreciate the importance of the technicality of this trade.
5. Acquire habits that are safe, efficient and adroit.
6. Learn to work with others.
7. Be respectful, sincere, fair and truthful.
8. Include training in social adjustments in applying for jobs.

INSTRUCTIONAL AIDS

The program makes use of many available instructional aids from various companies and institutions such as literature, booklets, magazines and charts. Many other instructional aids are utilized in the form of text and reference books, films, charts, illustrations and models. These aids are considered an integral part of the overall program, since they provide actual visual means of clarifying theoretical and verbal explanations. They give the student an opportunity to compare the quality of various products and to evaluate quality with quantity and cost factors.

Field trips are scheduled when need warrants it and time permits. Demonstrations by visiting experts from various industries such as bakeries, meat houses, hotels, country clubs and diners are interspersed throughout the year.

PROVIDING FOR INDIVIDUAL DIFFERENCES

Each student is permitted and encouraged to proceed at his own rate of progress. The variety of projects and skills are sufficient to challenge the ability, initiative and ingenuity of every student. The slow learner is given additional help and encouragement and provided with duties and projects commensurate with his ability to perform them. At all times, the student is considered an individual with problems and abilities which will vary with his maturity and personal desires.

VISUAL AIDS

1. How Clean is Clean? National Sanitation Foundation, New York 17, N.Y.
2. Hash Slingin' to Food Handling, State Health Department.
3. Coffee 'Round the Clock, Coffee Brewing Institute, New York 5, N.Y.
4. Magic Knife, The Aluminum Cooking Utensil Co., Pa.

Textbooks

The teacher has prepared many instructional sheets which have been used instead of a text. At present the instructor acquired few books comprehensive enough to adopt as a textbook.

1. Altieri, Nicolas L., Hospitality. Trenton, N.J.: State of New Jersey Department of Education, Division of Vocational Education, 1969.
2. Brodner, Joseph; Carlson, M. and Maschal, Henry, Profitable Food and Beverage Operation. New York: Ahren's Publishing Co., 1959.
3. Cornell University, Essentials of Good Table Service. Ithaca, N.Y., 1968
4. Finance, Charles, Buffet Catering. New York: Ahren's Publishing Co., 1958.
5. Furriesen, Barbara K., Food Service. West Trenton, N.J.: State of New Jersey Department of Education, Division of Vocational Education, 1971.
6. Harris, Ellen Adeline, Professional Restaurant Service. Toronto, Ontario: McGraw-Hill Company of Canada Limited, 1966.
7. Haszonics, Joseph J.; Barratt, Stuart, Wine Merchandising. Ahren's Publishing Company, 1963.
8. Hatchett, Melvin S., Food Service. Houston, Texas: Distributive Education of the University of Texas at Austin, 1970.
9. Huebener, Paul O., Gourmet Table Service. Ahren's Publishing Co., 1968.
10. Lange, Howard F., Catering. New York: Ahren's Publishing Co., 1961.
11. The Professional Chef. Published by Institutions Magazine, Chicago, Ill.
12. The Professional Chef's Book of Buffet. Published by Institutions Magazine, Chicago, Ill.
13. Smith, Peter, The Encyclopedia of Food. New York: Baker & Taylor Co., 1941.

TIME AVAILABLE

The students attend the Technical School during the 10th, 11th, and 12th years on a half time basis. The other half of the time is spent at the home school where he is scheduled the necessary academic work to satisfy the state requirements for a diploma.

Classes at the Technical School are scheduled in two groups which rotate every two weeks between this school and the home school. The weekly schedule of six hours instruction per day includes the following breakdown of class activities.

Practical Work	22 hours per week
----------------	-------------------

Food preparation	5 hours
------------------	---------

Food service	12 hours
--------------	----------

Food management	5 hours
-----------------	---------

Theoretical Work	8 hours per week
------------------	------------------

Trade theory	
--------------	--

Related math	
--------------	--

Related terminology	
---------------------	--

Related science	
-----------------	--

The hours listed for each of the subject areas is provided only as a guide and may vary depending upon needs and other problems which may arise during the work week.

I. Instructor's Responsibilities

- A. Instructs students in practical and theoretical work.
- B. Supervises students in the classroom activities.
- C. Responsible for discipline in the classroom and the adhering to shop regulations.
- D. Responsible for all activities in the kitchen, dining room and cafeteria.
- E. Has responsibility for the entire food services operation.

II. Student Manager's Responsibilities**A. Host or Hostess**

- 1. Responsible for setting up and serving, cafeteria and restaurants.
- 2. Responsible for clean-up procedures.

B. Head of Dining Room

- 1. See that service is prompt.
- 2. Checks uniforms of waiters and waitresses.
- 3. Takes money and totals daily receipts if no cashier is present.
- 4. Makes sure dining room is bright and cheery.
- 5. Before going to lunch checks room and turns off all electricity.
- 6. Sees that coffee is made.
- 7. Supervises helpers to determine if they will follow proper procedure.

C. Head of Store Room

- 1. Checks orders.
- 2. Keeps store room nice and clean.
- 3. Check for spoilage.
- 4. Takes inventory.

D. Sanitation

- 1. Personal hygiene.
- 2. Sanitary handling of food.
- 3. Use, care and cleaning of equipment.

E. Management

- 1. Menu planning for dining room, banquets and special functions.
- 2. Food cost.
- 3. Purchasing dining room equipment.

REQUIRED RECORDS AND FORMS

11.

1. General information sheets for students.
2. Progress chart:
 - a. individual
 - b. class
3. Inventory forms.
4. Supply requisitions.
5. Menu forms
6. Receipt forms.
7. Purchase order forms.
8. Instructional sheet for:
 - a. Assignments
 - b. Experiments
 - c. Information
 - d. Jobs
 - e. Lesson plans
 - f. Operations

SHOP REGULATIONS

12.

1. Gum may not be chewed in the classroom.
2. Cleats may not be worn in the school.
3. Fire drill regulations must be familiar to all students.
4. Hands must be washed after coughing in them.
5. Electricity must be turned off before going to lunch.
6. Butter, cream etc. shall be put away before going to lunch.
7. No one may go into the storeroom.
8. Your voice must be kept modulated at all times.
9. Clean bodies and uniforms are required.
10. Jewelry may not be worn in the classroom.
11. Dark nail polish may not be worn.
12. All students should try to be pleasant.
13. Pupils must be in uniform by 8:30 A.M.

SAFETY RULES

1. Never put any glass, knives or china in the pot washer's sink.
2. Hold knives at you side, point facing floor when walking with a knife or sharp object.
3. Keep floors dry at all times.
4. Posture while working.
5. Warn all traffic when carrying hot items.
6. Never use equipment if you don't know how to operate it.
7. Quickly open steam kettle lid from one side.
8. Do not run.
9. Bend knees when lifting heavy objects from the floor.
10. Act in a businesslike manner at all times.
11. Never place objects on edge of table or shelf.
12. Do not leave mops or broom in aisle.
13. Keep hands and loose objects from mixing machine when in operation.
14. Eyesight and hearing.
15. Unkempt hair.
16. Do not lift items that are too heavy.

EQUIPMENT

- | | |
|--------------------------------|---|
| 1. 1000 Place mats | 24. 100 Fliers |
| 2. 500 Napkins | 25. 80 Table cloths |
| 3. 400 Bread and Butter plates | 26. 80 Salt and Pepper shakers |
| 4. 400 Spoons-Soup Spoons | 27. 50 Menus |
| 5. 400 Glasses | 28. 40 Sugar bowls |
| 6. 200 Platters | 29. 40 Creamers |
| 7. 200 Soup cups | 30. 40 Tables |
| 8. 200 Saucers | 31. 40 Bread baskets |
| 9. 200 Cups | 32. 25 Teapots |
| 10. 200 Monkey dishes | 33. 12 Serving spoons |
| 11. 200 Pie plates | 34. 12 Trays |
| 12. 200 Fork-knives | 35. 12 Bus pans |
| 13. 200 Salad bowls | 36. 6 Tray jacks |
| 14. 200 Iced tea glasses | 37. 4 Carts |
| 15. 200 Juice glasses | 38. 2 Pepper mill sets |
| 16. 200 Chairs | 39. 2 Large salad bowls with fork and spoon |
| 17. 200 Yards of table skirts | 40. 2 Rachard |
| 18. 200 Dessert dishes | 41. 2 Carving sets |
| 19. 150 Iced tea spoons | 42. 1 Coffee warmer |
| 20. 120 Candles | 43. 100 - Cup percolator |
| 21. 100 Soup bowls | 44. 500 - Cup percolator |
| 22. 100 Ashtrays | 45. 1 Soup warmer |
| 23. 100 Parfait glasses | 46. 150 Hand towels |

CONSUMABLE SUPPLIES

14.

1. 6 dozen chalk
2. 2 dozen sponges
3. 10 dozen pencils
4. 6 reams of paper (plain)
5. 6 reams of paper (lined)
6. 3 boxes of paper clips
7. 4 boxes of tacks
8. 24 per box table cloths
9. 150 per box naphkins
10. 6 boxes of scotch tape
11. 6 boxes of masking tape

COURSE CURRICULUM

1. Orientation: To introduce the student to the course: to have him understand what will be expected of him, how to dress, hours, etc. The session would also include a discussion of the difference between a worker and a professional worker.
2. Basic Service, Types of Food and Table Service: To teach the various forms of food services - seated, counter, standup counter, self-service cafeteria, hospital, cocktail parties, teas, room service.
3. Menu: To teach students the principles of menu and meal planning; to present appetizing, profitable foods on the menu and to give the customer satisfaction; to understand what foods are required for a nutritionally adequate food intake by a child, growing youngster, adult or aged person.
4. Safety: To have students understand the importance of safety to themselves and to others; to acquaint the student with personal and general appearance, health and sanitation.
5. Salads: To teach the student the wide variety of salads, how they are made and the proper methods of presenting them; understanding various types of salad dressings and the essentials of their preparation and use.
6. Table Cleaning: To teach the proper ways of removing used dishes and silver (emphasizing the importance of doing so quietly and without disturbing the guest).
7. Bus boy or bus girl: To assist the waiter or waitress; maintain cleanliness and keep the dining room supplied with clean utensils, glasses, china, condiments and ice.
8. Working relations and duties: To teach the student cooperation, fellowship and the organization of their work.
9. Basic English: To motivate the student to learn to communicate and prepare themselves for adult living.

10. Business math: To teach the student to apply socially-oriented math concepts into their employment situation.
11. Preparation and presentation of guest checks: To emphasize the importance of clarity of guest checks to guests and management.
12. Labor laws and unions: To have the student understand some laws and union regulations affecting labor in this country.
13. Use and application of credit cards: To teach the student that credit cards can be used like cash, to be able to build a good credit reference and to have accurate account of monthly purchases.
14. Job application: How to seek and apply for a job in the community and become familiar with information that is necessary.
15. Assisting in food preparation and portioning: To learn to avoid waste, spoilage; keeping food costs to a minimum.
16. Kitchen sanitation and cleaning: To teach the trainee the basic principles of personal hygiene and sanitation in food handling; to acquaint the student with some regulations of government agencies in regard to handling foods.
17. Bar service and wines: To teach the student some controls exerted in the serving of alcoholic beverages; possess some knowledge of wines and the proper ordering of alcoholic beverages.
18. Flambe' desserts and entrees: To teach the student table pagentry and safety in the serving of flaming hot dishes at the table.
19. Buffet service: To teach the student the method of setting up a buffet, the selection of food based on flavor, texture, color, kinds, etc., so that a balanced effect is achieved.
20. Banquet service: To indicate the need for a good work schedule and the need to reduce labor requirements and cost out of some menus.

21. Hostessing - Information Sheets:

- A. Weddings: To teach wedding protocol; planning wedding menu charts; reception; head table and menu.
 - B. Dining room and parties: To teach the proper handling of reservations; making seating arrangements; color schemes and menus.
 - C. Showers: Types of showers; time and menu.
 - D. Funerals: Depending on social status in the community, prominence of deceased and family request.
 - E. Anniversaries: Importance, customs and rituals followed.
 - F. Hostessing school: Directing public and conducting tours.
22. Receiving guests and handling complaints: To teach how to have a smoothly operated dining establishment; for student to gain an understanding and appreciation of the importance of getting along with people; ways to change people without giving offense or arousing resentment.
23. Keeping ledgers and records: To maintain daily records and account files; to preserve a monthly record for account.

EVALUATION

A combination of several factors is employed to determine the progress of students during the course of the year. In many instances the evaluation is subject, but each item in the following lists is deemed an important and integral part of the course in Food Services. These items include the development of the following:

1. Trade skills
2. Problem-solving abilities
3. Creative thinking and judgment
4. Ability to recognize quality merchandise and materials
5. Taste, and eye-appealing products
6. Ability to take procedural orders
7. Safety conscious and sanitation awareness
8. Preplanning ability
9. Pride in workmanship

GRADES

Student grades are determined by evaluating their progress on the basis of three major elements: citizenship, theory and shop practice.

Three elements are subdivided to cover the content of each as is illustrated in the required forms section of this outline.

A final examination consisting of a practical and an objective test provides a summary evaluation of the student's grasp of certain skills and knowledge promulgated during the course of the year. This test score, along with the average of grades attained during six marking periods is used in determining the student's final grade in restaurant practice.

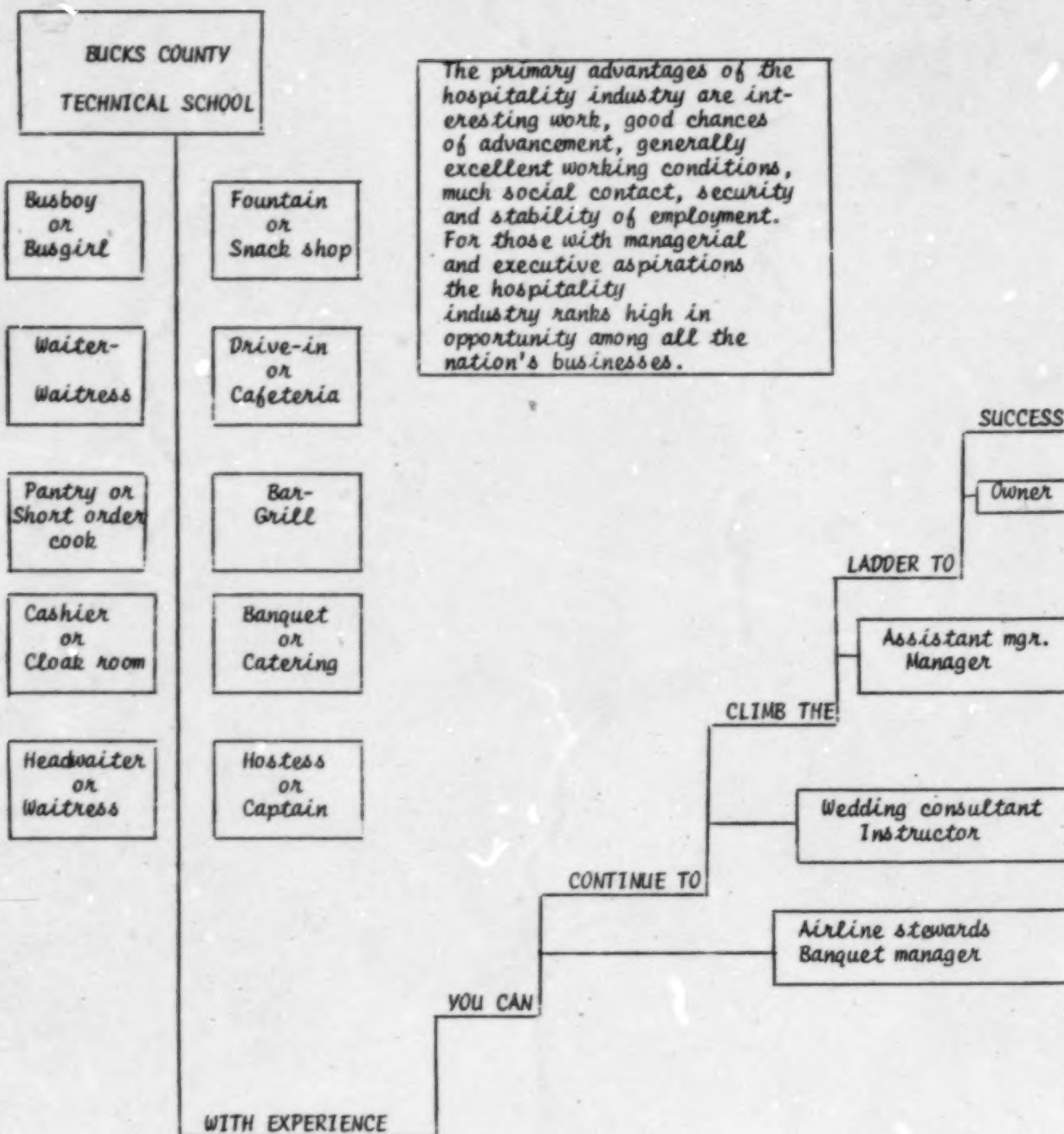
PLACEMENT AND FOLLOW-UP

Part-time experience is desirable during the final year of this course. Placement is usually through a teacher's acquaintances in the foods field, enabling him to find individuals best-suited for the given jobs. Assistance may also be solicited through public employment services, school placement services or the personnel department of food establishments.

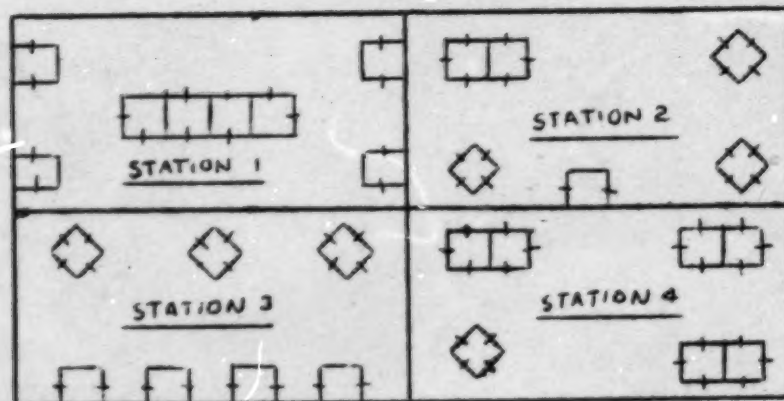
RELATED OCCUPATIONAL FIELDS

- | | |
|--------------------------|---------------------------------------|
| 1. Beverage helper | 11. Sanitation and maintenance worker |
| 2. Busboy or girl | 12. Short order cook |
| 3. Cafeteria server | 13. Steward |
| 4. Dish machine operator | 14. Storeroom clerk |
| 5. Food checker | 15. Waiter or waitress |
| 6. Fountain worker | 16. Hostess |
| 7. Kitchen helper | 17. Cashier |
| 8. Pantry worker | 18. Cloakroom attendant |
| 9. Salad maker | 19. Banquet server |
| 20. Sandwich maker | 20. Airline stewards |

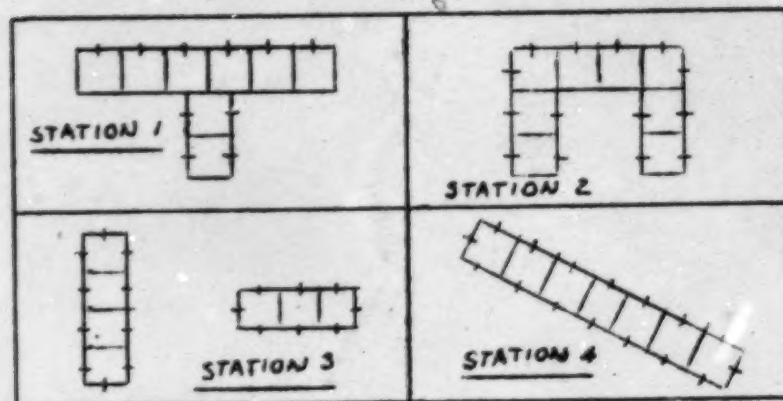
FOOD SERVICES AND HOSPITALITY



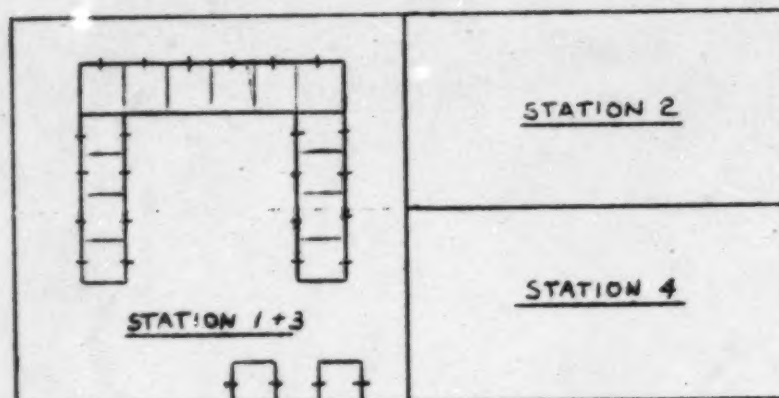
A



B



C



BUCKS COUNTY TECHNICAL SCHOOL

FOOD & HOSPITALITY

Preparation of the dining room starts by dividing your dining room into even stations. (A) Tables must be flexible so that they may be re-arranged (b) to meet the needs of the patrons.

Although it is always helpful for a party of six or over to call in advance, the conditions are not always ideal. A host/hostess must be prepared to increase or decrease table seating as it becomes necessary.

In order to seat large parties comfortable it may be necessary to borrow a table from another station. Should the party consist of more than twenty-five people, it is more comfortable for a waiter/waitress to share the two stations, combining their services and sharing equally their gratuities. (fig. C).

The host/hostess should be aware that some waiter/waitress work better with a certain person; therefore it would be to everyone's advantage if they could choose their own buddy system. A friendly atmosphere reflects in the service and congeniality of a restaurant.

Serving the guest in the dining room is only part of the waiter/waitress's responsibility. The appearance and cleanliness of their station, plus the side-work, the preparation of the facility for service can actually occupy as much time as the service. The professionalism of a waiter/waitress can really be judged by the thoroughness of their preparation for service.

The specific needs of each item can be added according to the requirements of the particular operation. The side-work can be equally divided to go along with each station. Each organization determines the responsibilities of each individual on the staff.

A BREAK-DOWN MAY LOOK LIKE THIS.

Station 1 - (a) Salt and pepper - to be filled with each shift.
When raised to eye level no "daylight" should be seen.

(b) Sugar Bowls - cleaned and filled, never to overflowing.

(c) Ash Trays - clean one for every two persons whenever possible.

The above is to cover all tables in the entire dining room.

Station 2 - (a) Creamers - enough to cover all stations, filled and refrigerated ready for use.

(b) Sour Cream - Approximately ten to twelve, as a head start, more to be made as needed.

(c) Coffee - An urn may be made when First guest arrives in dining room.

BUCKS COUNTY TECHNICAL SCHOOL

FOOD & HOSPITALITY

Station 3 - (a) Butter - Proportion out enough butter for all stations and refrigerate.

(b) Boats or Cracker Baskets - that accompany appetizers, should consist of crackers, horseradish and tabasco sauce, containers filled and cleaned.

Station 4 - (a) Condiments - Ketchup, mustard, steak sauce, vinegar and oil, cheese and sherry. All containers filled, wiped clean. Tops should be washed and replaced.

(b) Fill silver bins with clean silver. Bins usually consist of five compartments and should be filled in order starting from left to right; salad forks, dinner forks, knives, tea spoons, and soup spoons. It may simplify things if one remembers to place silver in the bins as in a table setting.

All Stations - Responsible for folding napkins. Individual establishments have a preferred way of placing napkins, the waiter/waitress should learn the prescribed house fold.

It is noteworthy that you remind the staff that they should always leave things the way they would like to find them. At the end of each shift the stations are cleaned and re-set. The kitchen area that is used by the waiter/waitress to be wiped clean. The sidestands are restacked with clean dishes, silver and napkins. Any perishable left in the dining room are returned to the kitchen must at sometime be returned to their proper place. It is a wise worker who never enters or exits the dining room empty handed.

FIG. 1

A

STEVE	4/4	/	/	/	/	/	/	/	/
GERI	6/6	/	/	/	/	/	/	/	/
DAWN	2/2	/	/	/	/	/	/	/	/
CHRIS	8/8	/	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	8	9

B

STEVE	4/4	4/8	/	/	/	/	/	/	/
GERI	6/6	5/11	/	/	/	/	/	/	/
DAWN	2/2	6/8	/	/	/	/	/	/	/
CHRIS	8/8	4/12	/	/	/	/	/	/	/
	1	2	3	4	5	6	7	8	9

C

STEVE	4/4	4/8	2/10	/	/	/	/	/	/
GERI	6/6	5/11	2/13	/	/	/	/	/	/
DAWN	2/2	6/8	8/16	/	/	/	/	/	/
CHRIS	8/8	4/12	8/20	/	/	/	/	/	/
	1	2	3	4	5	6	7	8	9

D

STEVE	4/4	4/8	2/10	4/14	4/18	/	/	/	/
GERI	6/6	5/11	2/13	5/18	/	/	/	/	/
DAWN	2/2	6/8	8/16	/	/	/	/	/	/
CHRIS	8/8	4/12	8/20	4/15	/	/	/	/	/
	1	2	3	4	5	6	7	8	9

BUCKS COUNTY TECHNICAL SCHOOL

FOOD & HOSPITALITY

Seating the guests in order is as important as serving hot foods hot and cold foods cold.

A professional host/hostess will use a "turn sheet" or a "seating chart" to enable one to recognize at a glance what tables and what waiter/waitresses are available for immediate and efficient service.

The chart (see fig. 1 A) will show how if properly used and will almost guarantee good service.

Each of the above waiter/waitress is assigned a station or group of tables. Alternating stations is a good practice because some stations are usually more popular than others.

As guests arrive and are greeted by the host/hostess we will begin our seating.

Assuming four people have arrived, they will be seated with "Steve" and marked in the upper part of square one of the first column.

The following party consists of six people. They will be placed with "Geri" and marked in the upper half of the square one, next to her name.

"Dawn" will receive the next party of two and this is marked in square one next to her name.

"Chris's" part of eight will be seated and marked in the upper part of square one next to her name.

Now total the amount of guest each waiter/waitress has and write in the number in the bottom half of the first square. Your "turn sheet" should look like chart in (fig. 1 A).

Assuming that all guest are pleasant and not ordering foods requiring "table pagentry" as Caesar Salad, Chateaubriand, etc., the next six guests arriving will be seated in "Dawn's" station because she has had the least patrons at this time. The number is then written in the top section two next to "Dawn's" name. Add together the bottom number of square one to the top number of square two, this will equal eight patrons. This total is placed in the bottom of square two. (see fig. B).

A new party of four will go to "Steve's" station. The number will be placed in the upper half of square two. Again add the bottom of square one to the top of square two which will equal a total of eight patrons. This total is placed in the bottom of square two.

The following group numbers five guests. They will in turn be seated at "Geri's" station. The number five will be placed in the upper half of square two and totaled by adding it to the bottom of square one. Place the total eleven in the bottom of square two.

BUCKS COUNTY TECHNICAL SCHOOL

FOOD & HOSPITALITY

The next party of four will be seated with "Chris." Again add the bottom of square one to the top of square two, placing the total in the bottom of square one to the top of square two. Your chart should look like (fig. 1 B).

By checking the chart we know immediately who is to receive the next party.

An efficient host/hostess knows how to pace the waiter/waitress, taking into consideration the speed and competents, the service required by the patrons and the general progress of the dining room.

Many patrons who frequent a restaurant often prefer to have a special person to wait on them.

Assuming that eight persons arrived and requested to be seated with "Dawn", the host/hostess will direct them to "Dawn's" station. If Dawn is serving another table and cannot immediately greet her guest, the host/hostess may take a cocktail order. The party of eight in all probability would be willing to wait for Dawn rather than be seated at another station.

Newly arriving guest will be seated in rotation as follows: two for Steve, two for Geri, skipping Dawn to four for Chris. (fig. 1 D). This leaves Steve low man so he has the next four arriving guest.

Assuming Dawn has had no problems the next four arriving guest would go to Dawn. Unless of course they request a particular waiter/waitress.

A host/hostess must remember and always be aware of the entire dining room. There are times when two particular guest who demand special service will keep a waiter/waitress busier than eight guest ordering from a standard ala carte dinner.

A competent waiter/waitress alone may serve twenty people ala carte, or twenty-five people using a set menu.

For all intended purposes the "turn sheet" enables the guest to receive prompt and courteous service. You will note that, if properly used, at the end of the week each waiter/waitress working for you will total out approximately the same amount of guest. (fig. D).

You will find restaurants that have an early and a late team. Should the early team have guest, they are to be counted on the chart until all waitress' arrived for the particular shift. Your chart may give you a head count but never punish the early team by counting guest served before the arrival of the full staff.

The team working late is always asked when they can assume the responsibility of guest arriving late. Under no circumstances does a waiter/waitress turn over their station to another team before checking with the persons in charge.

BUCKS COUNTY TECHNICAL SCHOOL

FOOD & HOSPITALITY

As anyone knows the restaurant business is unpredictable. Someday's it may be necessary for more than one team to come in early and more than one team to stay late.

The host/hostess when not engaged in greeting or seating guest should scan the dining room to check the guest's progress and prepare help for someone who may be in need of service. In passing tables 'enroute' from seating guest they might ask if everything is satisfactory.